

REQUEST FOR APPLICATIONS (RFA) #0916-02

**The District of Columbia
Office of the Chief Financial Officer
Office of Research and Analysis**

**DISTRICT OF COLUMBIA PUBLIC SCHOOLS
STATE EDUCATION AGENCY**

**21ST CENTURY COMMUNITY LEARNING CENTERS PROGRAM
GRANT**



Invites the Submission of Applications for Funding from the U. S. Department of Education, authorized under Title IV, Part IB, of the Elementary and Secondary Education Act.

**Announcement Date: September 13, 2002
RFA Release Date: September 16, 2002**

Application Submission Deadline: October 30, 2002, 5:00 p. m.

LATE APPLICATIONS WILL NOT BE FORWARDED TO THE REVIEW PANEL



NOTICE

PRE-APPLICATION CONFERENCE

WHEN: *October 15, 2002*

WHERE: *941 N. Capitol St., NE, 4th floor
Training Room A
Washington, DC 20002*

TIMES: *9:30 a.m. – 11:30 a.m. &
1:30 p.m. – 3:30 p.m.*

CONTACT PERSON: *Anika Brown
(202) 727-7775*



CHECKLIST FOR APPLICATIONS

- ❑ The applicant organization/entity has responded to all sections of the Request for Application.
 - ❑ The Cover Page, found in Attachment C, contains all the information requested.
 - ❑ The Program Budget is complete and complies with the Budget form listed in Attachment E of the RFA. The budget narrative is complete and describes the line items proposed.
 - ❑ **The application is printed on 8½ by 11-inch paper, double-spaced (no single spaced pages), on one side, using 12-point type with one inch margins. ORA will not forward applications to the review panel that do not conform to this requirement.**
 - ❑ The program narrative section is complete and is within the 25-page limit for the RFA submission.
 - ❑ **The applicant is submitting the required original and five (5) copies of its application, of the six copies, one must be an original. ORA will not forward the proposal to the review panel if the applicant fails to submit the required six (6) applications with one of the six-stamped “original”.**
 - ❑ The application conforms to the “Application Format” listed in Section VII on page 12 of the RFA. **The review panel will not review applications that do not conform to the proposal format.**
 - ❑ The Certification and Statement of Assurances listed in Attachments F and G are complete and contains the requested information.
 - ❑ The appropriate appendices, including program descriptions, staff qualifications, individual resumes, licenses (if applicable), and other supporting documentation are enclosed.
 - ❑ Application includes the Collaboration Form, found in Attachment D, contains all the information requested.
 - ❑ The application (original and five copies) is submitted to ORA no later than 5:00 p.m., on the deadline date of October 30, 2002.
 - ❑ The application is submitted with two original receipts, found in Attachment A, attached to the outside of the envelope or package for ORA’s approval upon receipt.

DO NOT SUBMIT WITH APPLICATION



TABLE OF CONTENTS

SECTION I	GENERAL INFORMATION	Page
	Introduction	1
	Background	1
	Purpose	2
	Eligible Organizations/Entities	2
	Source of Grant Funding	2
	Award Period	2
	Grant Awards and Amounts	3
	Collaboration Requirements	3
	Contact Person	3
	Pre-Application Conference	3
	Explanations to Prospective Grantees	3
SECTION II	SUBMISSION OF APPLICATIONS	4
	Application Identification	4
	Application Submission Date and Time	4
	Mail/Courier/Messenger Delivery	4
SECTION III	PROGRAM AND ADMINISTRATIVE REQUIREMENTS	5
	Use of Funds	5
	Indirect Cost	5
	Payments	5
	Certification and Assurances	5
SECTION IV	GENERAL PROVISIONS	5
	Insurance	5
	Audits	5
	Nondiscrimination in the Delivery of Services	5
SECTION V	APPLICATION PROGRAM REQUIREMENTS	6
SECTION VI	REVIEW AND SCORING OF APPLICATIONS	9
	Review Panel	9
	Scoring Criteria	9
	Decision on Awards	11



SECTION VII	APPLICATION FORMAT	12
--------------------	---------------------------	-----------

Description of Application Sections	12
Cover Page	12
Table of Contents	13
Abstract	13
Program Narrative Section	13
Program Budget and Budget Narrative	13
Certification and Assurances	14
Appendices	14

SECTION VIII	LIST OF ATTACHMENTS	14
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Attachment A	Receipt
Attachment B	Applicant Profile Certification
Attachment C	Cover Page
Attachment D	Collaboration Form
Attachment E	Budget
Attachment F	Collaboration Form
Attachment G	Assurance Form
Attachment H	16 Characteristics/Samples and Policies
Attachment I	Performance Indicators

Resources

Information on all of the programs provided by the *No Child Left Behind Act of 2001* can be found at [<http://www.ed.gov/nclb>]. 21st Century Community Learning Centers draft guidelines are on http://www.ed.gov/offices/OESE/21stcccl/draft_nrg_may.doc



**District of Columbia Public Schools
State Education Agency
Request For Application #0916-02**

21st Century Community Learning Centers Program Grant

SECTION I GENERAL INFORMATION

Introduction

Part B of Title IV of the Elementary and Secondary Education Act, as amended by the No Child Left Behind Act of 2001 (Pub.L.107-110), provides opportunities for communities to establish or expand activities in community learning centers.

Under the 21st Century Community Learning Centers program (21st CCLC), the U.S. Department of Education provides grants to the State Educational Agencies (SEAs) on the basis of their proportionate share of funding under Part A of Title I.

Background

President Bush and Congress have declared their commitment to transforming the Federal role in education through the *No Child Left Behind Act of 2001*. At the heart of this effort is a commitment to focus on students, equip teachers, empower parents, and inform decision makers to ensure that every child receives a quality education.

The passage of the *No Child Left Behind Act of 2001* significantly amended the Elementary and Secondary Education Act to expand State and local accountability and flexibility and to stress the adoption of research-based practice; it also substantially changed the 21st Century Community Learning Centers (21st CCLC) program.

The 21st Century Community Learning Centers Program was established to award grants to rural and inner-city public schools, or consortia of such schools, to enable them implement, or expand projects that benefit the educational, health, social services, cultural and recreational needs of the community. School-based learning centers can provide safe, drug-free, supervised and cost-effective after-school, weekend or summer havens for children, youth and their families.

The authorizing legislation states that schools “should collaborate with other public and nonprofit agencies and organizations, local businesses, educational entities (such as vocational and adult education programs, school-to-work programs, community colleges, and universities), recreational, cultural, and other community and human service entities, for the purpose of meeting the needs of, and expanding the opportunities available to, the residents of the District of Columbia.



Purpose

The purpose of the 21st CCLC program is to create *community learning centers* that provide academic enrichment opportunities for children and their families, providing a safe environment for students when school is not in session. Centers, which can be located in schools or other easily accessible facilities, provide a range of high-quality services to support student learning and development including: tutoring and mentoring, homework help, academic enrichment (such as hands-on science or technology programs), community service opportunities, along with music, arts, sports and cultural activities.

The law's specific purposes are to:

1. Provide opportunities for academic enrichment, including providing tutorial services to help students, particularly students who attend low-performing schools, to meet State and local student performance standards in core academic subjects, such as reading and mathematics;
2. Offer students a broad array of additional services, programs, and activities, such as youth development activities, drug and violence prevention programs, counseling programs, art, music, and recreation programs, technology education programs, and character education programs, that are designed to reinforce and complement the regular academic program of participating students; and
3. Offer families of students served by community learning centers opportunities for literacy and related educational development.

Eligible Organizations/Entities

Rural or inner-city public elementary, middle, or secondary schools, including public charter schools and non-public schools, consortia of such schools, or LEAs applying on their behalf, public and nonprofit agencies and organizations, businesses, educational entities (such as vocational and adult education programs, school-to-work programs, community colleges, and universities), recreational, cultural, faith-based organizations (such as churches, synagogues, mosques, or religiously based social service affiliates), and other community and human service entities are eligible. All applicants are strongly encouraged to collaborate with other public and nonprofit agencies.

Individuals are not eligible to apply.

Source of Grant Funding

The 21st Century Community Learning Centers Program was established by Congress under the Part B of Title IV of the Elementary and Secondary Education Act, as amended by the No Child Left Behind Act of 2001 (Public Law 107-110).



Award Period

Extending the duration of grant awards. States now have the discretion to award grants to local organizations for a period of three to five years. The previous law limited the duration of the grants to three years.

The District of Columbia grant award will be for a period of three (3) years from the date of award. Upon satisfactory performance and availability of funds, a maximum of two renewable options may be offered, so that the total grant period may not exceed five (5) years.

Grant Awards and Amounts

Approximately \$1,300,00 is available for multiple grant awards. The minimum grant awards will be \$50,000 for one year.

Collaboration Requirements

The applicant is ***required*** to describe in its applications “the collaborative efforts to be undertaken by community-based organizations, related public agencies, businesses, or other appropriate organizations.” (See Attachment C)

Example: Community-based organizations may receive a subgrant from a grantee to provide after-school services at the Community Learning Center, however, on public schools or LEAs can receive the actual grant award.

The new statute provides additional State and local flexibility in how funds can be used to support higher academic achievement, and dramatically expands eligibility for 21st CCLC funding to public and private educational and youth-serving organizations.

Contact Person (For more information, please contact)

Ms. Anika Brown
Office of Research and Analysis
441 4th Street, NW, Suite 400 South
Washington, DC 20001
(202) 727-7775

Pre-Application Conference

A Pre-Application Conference will be held October 15, 2002, from 9:30 a.m. to 11:30 a.m. and 1:30 p.m. to 3:30 p.m. at 941 N. Capitol St., NE, 4th floor, Training Room A, Washington, DC 20002.

Explanations to Prospective Grantees

Any prospective applicant desiring an explanation or interpretation of this request for application should call or write the contact person listed above before October 23, 2002.



SECTION II SUBMISSION OF APPLICATIONS

Application Identification

A total of six (6) copies of the applications must be submitted in an envelope or package. Attachment A should be affixed to the outside of the envelope or package. Of the six copies, one copy must be an original. **ORA will not forward the application to the review panel if the applicant fails to submit the required six applications.** Telephonic, telegraphic and facsimile submissions **will not be accepted**.

Application Submission Date and Time

Applications are due no later than 5:00 p.m., on October 30, 2002. All applications will be recorded upon receipt. **Applications accepted at or after 5:01 p.m., October 30, 2002, will not be forwarded to the review panel for funding considerations.** Any additions or deletions to an application will not be accepted after the deadline of 5:00 p.m., October 30, 2002. Applicants will not be allowed to assemble materials in the lobby of the Office of Research and Analysis. Applications must be ready for receipt by ORA.

An original and five (5) copies of the application **must be** hand delivered to the following location:

Office of Research and Analysis (ORA)
441 4th Street, (Judiciary Square) NW
Suite 400 South
Washington, DC 20001
Attention: Ms. Anika Brown

Mail/Courier/Messenger Delivery

Applications that are mailed or delivered by Messenger/Courier services **must be** sent in sufficient time to be received by the 5:00 p.m., deadline, October 30, 2002, at the above location. Applications arriving via messenger/ courier services after the posted deadline of **5:00 p.m., October 30, 2002 will not be forwarded to the review panel** by the Office of Research and Analysis (ORA). **All packages must be delivered to Suite 400 South and not left in the mailroom by the courier service.**

As a result of the tragedy on September 11, 2001, building management has implemented New Security Procedures for the delivery of applications to our office. Please follow the procedures below to ensure that your applications are delivered to ORA efficiently and on time. Applicants should allow at least one-hour **before the 5:00pm deadline to clear the security checkpoints.**

1. Enter through the rear of the building at the loading dock.
2. Mailroom Security will pre-screen application packages
3. The applicant will be directed to Suite 400 South.
4. **ORA Staff** will accept and sign for application packages.

NOTE: ORA will not accept responsibility for delays in the delivery of applications to the 4th Floor, Suite 400 South.



SECTION III PROGRAM AND ADMINISTRATIVE REQUIREMENTS

Use of Funds

Applicants shall only use grant funds to support the District of Columbia's Public School 21st Century Community Learning Centers Program.

Overhead/Indirect Cost

Applicants' budget submissions must adhere to an eight-percent (8%) maximum for overhead/indirect costs for 21st Century Community Learning Centers Program grant funds. All proposed costs must reflect as either a direct charge to specific budget line items, or as an indirect cost.

Payments

The District shall make payments upon execution of a grant award agreement with the subgrantee. The subgrantee will be paid pursuant to the subgrant agreement.

Certifications and Assurances

Applicants shall complete and return the Certifications and Assurances listed in Attachments F and G with the application submissions.

SECTION IV GENERAL PROVISIONS

Insurance

The applicant, when requested, must be able to show proof of all insurance coverage required by law. All subgrantees that receive awards under this RFA must show proof of insurance prior to receiving grant funds.

Audits

At any time or times before final payment and three (3) years thereafter, the District may have the subgrantee's expenditure statements and source documentation audited.

Nondiscrimination in the Delivery of Services

In accordance with Title VI, of the Civil Rights Act of 1964, (Public Law 88-352), as amended, no person shall, on the grounds of race, color, religion, nationality, sex, or political opinion, be denied the benefits of, or be subjected to discrimination under any program or activity receiving 21st Century Community Learning Centers Program Grant funds.



Facility Requirements

a. Regulations

The applicant's facilities used during the performance of this agreement shall meet all applicable Federal, state, and local regulations for its intended use throughout the duration of the Grant Agreement. The applicant shall maintain current all required permits and licenses for the facilities. The applicant's failure to do so shall constitute a failure to perform under the agreement and be a basis for termination of the agreement for default.

b. Accessibility

All facilities offered for the provision of services under the Grant Agreement shall be accessible to persons with mobility and other limitations (e.g., persons who are blind, deaf or hearing impaired), consistent with the Rehabilitation Act of 1973, P.L. 95-602 (Section 504), and the Americans with Disabilities Act, P.L. 101-336, as appropriate, which shall be incorporated in the Grant Agreement. The facilities shall be open for visiting by families and convenient to reach by public transportation. The execution of a Building Use Agreement must be in place prior to the release of funding under this grant.



SECTION V APPLICATION PROGRAM REQUIREMENTS

The District of Columbia Public Schools, State Education Agency is soliciting grant applications from qualified applicants to develop a program that shall be used to plan, implement or expand community-learning centers.

Definition

A Community Learning Center is an entity ***within a public elementary, middle or secondary school building, or in any other location that it is at least as available and accessible as the school that*** (1) provides educational, recreational, health, and social service programs for residents of all ages within a local community, and (2) is operated by a local educational agency (LEA) in conjunction with local government agencies, businesses, vocational education programs, institutions of higher education, community colleges, and cultural, recreational and other community and human service entities. An LEA (usually synonymous with a school district) is an entity defined under state law as being legally responsible for providing public education to elementary and secondary students.

A community learning center offers academic, artistic, and cultural enrichment opportunities to students and their families when school is not in session (before school, after school, or during holidays or summer recess). According to section 4201(b)(1) of the program statute, a community learning center assists students in meeting State and local academic achievement standards in core academic subjects, such as reading and mathematics, by providing the students with opportunities for academic enrichment. Centers also provide students with a broad array of other activities – such as drug and violence prevention, counseling, art, music, recreation, technology, and character education programs – during periods when school is not in session. Community learning centers must also serve the families of participating students, e.g., through family literacy programs.

Scientifically Based Research

Scientifically based research, as defined in Title IX of the reauthorized ESEA, is research that involves the application of rigorous, systematic, and objective procedures to obtain reliable and valid knowledge relevant to education activities and programs. This means research that:

1. Employs systematic, empirical methods that draw on observation or experiment;
2. Involves rigorous data analyses that are adequate to test the stated hypotheses and justify the general conclusions drawn;
3. Relies on measurements or observational methods that provide reliable and valid data across evaluators and observers, across multiple measurements and observations, and across studies by the same or different investigators;



4. Is evaluated using experimental or quasi-experimental designs in which individuals, entities, programs or activities are assigned to different conditions and with appropriate controls to evaluate the effects of the condition of interest, with a preference for random-assignment, experiments, or other designs to the extent that those designs contain within-condition or across-condition controls;
5. Ensures that experimental studies are presented in sufficient detail and clarity to allow for replication or, at a minimum, offer the opportunity to build systematically on their findings; and
6. Has been accepted by a peer-reviewed journal or approved by a panel of independent experts through a comparably rigorous, objective, and scientific review.

Components of a High Quality Community Learning Center

The below listing describes the characteristics, policies, and programs used to help integrate the after-school program, the regular school day and existing partnerships within the community as produced by the North Central Regional Educational Laboratory (NCREL). According to the NCREL learning takes place in various formats and designs. After-school programs are rich with educational opportunities. Programs can make what is learned during the traditional day vibrant and relevant to the lives of children. Comprehensive programs that are integrated into the regular school program and draw on resources within the community can yield positive outcomes for students and their families. Moreover, the process of integration can actually compound the positive results of after-school programs.

High-quality after-school programs seek to create connections with the curriculum and instruction offered by the school during traditional hours. However, they do not duplicate or repeat. When a child gains competence in sports, music, or gardening, the confidence and skills that come from that experience are transferable to academic skills. Positive experiences in recreational programs and the development of strong relationships with staff and peers may motivate a child to get excited about learning and to do better in school.

High-quality programs stress not only core skills i.e., reading, writing, and math, but also problem solving, communication, teamwork, perseverance, and conflict resolution. Sometimes the learning may be simple but have lifelong benefits--like learning to shake hands and look people in the eye. Key to this integration is planning and strong relationships between the after-school program management and the teachers and staff working with students between 9 a.m. and 4 p.m.

The following are 16 characteristics that lead to comprehensive program planning for integration: See Attachment H for sample programs and policies.

1. Climate for inclusion;
2. Community partnerships;
3. Coordination with the regular school day learning program and community partners;



4. Culturally sensitive climate;
5. Engaging the public;
6. Evaluation design;
7. Facilities management;
8. Focus on at-risk students;
9. Funding;
10. Leadership and governance;
11. Linkages between after-school, regular school, and community partner personnel;
12. Parent involvement;
13. Recreational programming;
14. Safe and healthy environment;
15. Staffing, staff qualifications, and training; and
16. Volunteer.

Applicant Responsibilities

1. The applicant is responsible for including an assessment of objective data regarding the need for the program and activities in the school and community.
2. The applicant is responsible for describing how the activities will address the needs of students and be based on an established set of performance measures aimed at providing high quality academic enrichment opportunities.
3. The applicant is responsible for providing a description of the community needs and available resources for the community-learning center. Provide details on how the program proposed will address those needs, including the needs of working families.
4. The applicant is responsible for providing persuasive evidence of its qualifications to lead the project. The following shall be included but is not limited to:
 - a. Documenting the proven success for the proposed plan, including support for teachers and sustaining impact beyond the duration of this grant;
 - b. Providing evidence that it will likely succeed in implementing the strategies or programs; and
 - c. Providing letters of support from all stakeholders including participating schools, parents, and/or consortium members.
5. The applicant is responsible for targeting one or more of the following activities:
 - a. Remedial Education activities and academic enrichment learning programs, including providing additional assistance to students to allow the students to improve their academic achievements;



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- b. Mathematics and science education activities;
 - c. Arts and music education activities;
 - d. Entrepreneurial education programs;
 - e. Tutoring services (including those provided by senior citizen volunteers) and mentoring programs;
 - f. Programs that provide after-school activities for limited English proficient students that emphasize language skills and academic achievement;
 - g. Recreational activities;
 - h. Telecommunications and technology education programs;
 - i. Expanded library service hours;
 - j. Programs that promote parental involvement and family literacy;
 - k. Programs that provide assistance to students who have been truant, suspended, or expelled, to allow the students to improve their academic achievement; and
 - l. Drug and violence prevention programs, counseling programs, and character education programs.
- 6. The applicant is responsible for describing the proposed strategies and activities, which will improve, or have the potential to improve, student academic performance and have a positive affect on the students' academic performance. (Note: the scientifically based research that provides evidence that the program or activities will help students meet the State and local academic achievement standards.
 - 7. The applicant is responsible for describing measurable goals, objectives and expected outcomes of the project and how will the effectiveness be determined.
 - 8. The applicant is responsible for describing ways in which the program design is appropriate to the target population.
 - 9. The applicant is responsible for describing ways in which the program was planned and will be implemented by the Local Education Agency (LEA) and the Community Based Organization(s) (CBO).
 - 10. The applicant is responsible for describing ways in which the project will establish and maintain linkages (i.e., teachers, school curricula, parents, etc.).
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11. The applicant is responsible for addressing additional funding to support the project and activities proposed.
 12. The applicant is responsible for describing the management plan that will be used to implement the activities proposed. A timeline of the program activities shall be included which addresses, but is not limited to the following:
 - a. Who will be responsible for implementing the activities;
 - b. What are the qualifications of the staff;
 - c. How will participating students travel safely to and from the center and home;
 - d. What is the time of operation for the program;
 - e. How will parents, schools and communities be notified about the program; and
 - f. What professional development opportunities will be provided to staff.
 13. The applicant is responsible for describing the adequacy of resources to implement the project. The following elements shall be included in the description:
 - a. The adequacy of support, including facilities, equipment, supplies, and other resources, from your organization or the lead applicant organization. (Specify the types of “in-kind” services you can provide);
 - b. The extent to which the costs are reasonable in relation to the number of persons to be served and to the anticipated results and benefits; and
 - c. The extent to which the methods of evaluation include the use of objective performance measures that are clearly related to the intended outcomes of the project and will produce quantitative and qualitative data to the extent possible.

Competitive Priorities: (Bonus)

1. Applicant's that specifically and directly target a school or schools determined to be in need of school improvement that have students with low academic performance scores from low income families will be eligible to receive an additional 5 points in the application scoring.
2. Applicant's that delineate close collaboration in planning and execution between Local Education Agencies and Community-based organizations will be eligible to receive an additional 5 points in the application scoring.



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3. Projects designed to assist students to meet or exceed state and local standards in core academic subjects such as reading, mathematics or science, as appropriate to the needs of the participating children will be eligible to receive an additional 5 points in the application scoring.



SECTION VI REVIEW AND SCORING OF APPLICATIONS

Review Panel

The review panel for this section of the Request for Application (RFA) is composed of neutral, qualified, professional individuals who have been selected for their unique qualifications in the field of education. The review panel will score and rank applicant's proposals, and when the review panel has completed its review, the panel shall make recommendations for awards based on the scoring process. The District of Columbia Schools, State Education Agency or designee shall make the final funding determinations.

Scoring Criteria

All applicants responding to the RFA shall be evaluated by the following selection/scoring criteria, with a total possible score of 100 points. An additional fifteen (15) points if the competitive priority is addressed in the application for a total possible score of 115. The grant applications will be reviewed against the five (5) selection criteria's as follows:

1 Needs Assessment (15 Points)

The extent to which the proposed project will provide services or otherwise address the needs of students at risk of educational failure.

Suggestions: Description of how the services being proposed will help meet the needs of the community by citing the factors that place students at risk of educational failure. These factors may include the poverty rates in the communities to be served, the percentage of Title I students, the dropout rates, and the literacy rates and education levels in the community. Specific and relevant data regarding the students and community members to be served by the project and the needs of the community should be used. A needs inventory may be helpful in determining the needs of the community and the gaps in the services that are available. The services to be provided should be closely tied to the identified needs.

2 Quality of project design (25 Points)

- A. The extent to which the proposed strategies and activities will improve, or have the potential to improve, student academic performance. **(5 points)**
- B. The extent to which the goals, objectives, and outcomes to be achieved by the proposed project are clearly specified and measurable. **(5 points)**
- C. The extent to which the design of the proposed project is appropriate to and will successfully address, the needs of the target population or other identified needs. **(5 points)**



- D. The extent to which the proposed project will establish linkages with other appropriate agencies and organizations providing services to the target population. **(5 points)**
- E. The extent to which the proposed project was planned and will be implemented by the LEA and CBO. **(5 points)**

Suggestions: Provide a clear description of the activities to be provided by the project and the roles to be played by each of the partners, who will do what, when, and where, to what ends, and with what anticipated results. Design the activities to address the central causes of the needs described and the desired outcomes. Provide measurable goals, objectives and outcomes for the project.

3 Adequacy of Resources (10 Points)

- A. The adequacy of support, including facilities, equipment, supplies, and other resources, from the applicant organization or the lead applicant organization. The following shall be included. **(5 points)**
 - 1. The adequacy of support, including facilities, equipment, supplies, and other resources, from your organization or the lead applicant organization. (Specify the types of “in-kind” services you can provide);
 - 2. The extent to which the costs are reasonable in relation to the number of persons to be served and to the anticipated results and benefits; and
 - 3. The extent to which the methods of evaluation include the use of objective performance measures that are clearly related to the intended outcomes of the project and will produce quantitative and qualitative data to the extent possible.

Suggestions: Show that appropriate resources and personnel have been carefully allocated for the tasks and activities described. Demonstrate how leveraging with existing school resources, such as school computer labs, libraries, and classrooms will assist in carrying out the activities. Describe the resources that partners are contributing, such as the use of community recreational areas, staff, supplies, etc. Costs should be allocated, and will be judged, in comparison to the scope of the project and its anticipated benefits. Provide evidence that the plans proposed has the support of those who authorized the activities, those who carried them out, and those who were affected by the plans. A detailed budget narrative that itemizes the support of the request and those resources expected to obtain from other sources is recommended. 21st CCLCPG cannot purchase facilities or support new construction.

- B. The extent to which the program is not full funded, how will the organization obtain full funding to implement the proposed program. **(5 points)**



4 **Quality of the Management Plan (25 Points)**

The adequacy of the management plan to achieve the objectives of the proposed project on time and within budget, including clearly defined responsibilities, timelines, and milestones for accomplishing project tasks.

Suggestions: Charts and timetables are particularly helpful in describing the structure of the project and the procedures for managing it successfully. Objectives, actors, events, beneficiaries, and anticipated results should be clear. Make use of a full-time project coordinator and seek guidance and advice from a variety of members of the community. Address the issue of planning for sustainability after the grant period.

5 **Quality of Evaluation Plan (25 points)**

The adequacy of support, including facilities, equipment, supplies, and other resources, from the applicant organization or the lead applicant organization. The following shall be included.

- A. The adequacy of support, including facilities, equipment, supplies, and other resources, from your organization or the lead applicant organization. (Specify the types of “in-kind” services you can provide);
- B. The extent to which the costs are reasonable in relation to the number of persons to be served and to the anticipated results and benefits; and
- C. The extent to which the methods of evaluation include the use of objective performance measures that are clearly related to the intended outcomes of the project and will produce quantitative and qualitative data to the extent possible.

Suggestions: Submit a strong evaluation plan with will shape the development of the project from the beginning of the grant period. The plan should include the program objectives and performance indicators established under Government Performance and Results Act (GPRA) for the 21st Century Community Learning Centers Program, clear benchmarks to monitor progress toward specific objectives, and outcome measures to assess impact on student learning and behavior. The plan should identify the individual and/or organization that has agreed to serve as evaluator for the project and describe his/her qualifications. It should describe the evaluation design indicating: (1) what types of data will be collected; (2) when various types of data will be collected; (3) what designs and methods will be used; (4) what instruments will be developed and when; (5) how the data will be analyzed; (6) when reports of results and outcomes will become available; and (7) how information will be used by the project to monitor progress and to provide accountability information to stakeholders about success at the project site(s).



6 Competitive Priority (15 Points)

- A. Projects designed to assist students to meet or exceed state and local standards in core academic subjects such as reading, mathematics or science, as appropriate to the needs of the participating children. **(5 points)**
- B. Applicant's that specifically and directly target a school or schools determined to be in need of school improvement, that have students with low academic performance scores from low income families. **(5 points)**
- C. Applicant's that delineate close collaboration in planning and execution between Local Education Agencies and Community-based organizations. **(5 points)**

Suggestions: Address the needs of potential dropouts and students otherwise at risk of academic failure, including students living in poverty and students with limited English proficiency.

Decision On Awards

The recommendations of the Review Panel are advisory only and not binding on the DC Agency. The final decision on awards is invested solely with the District of Columbia's Public School, State Education Agency. After reviewing the recommendations of the Panel and any other information considered relevant, the State Education Agency shall make the final decision on which applications to award funds and the amounts to be funded.



SECTION VII APPLICATION FORMAT

Description of Application Sections

The purpose and content of each section is described below. Applicants should include all information needed to adequately describe their objectives and plan of services. It is important that applications reflect continuity between statement of need, goals and objectives, program design and plan of activities, and budget.

Each submitted application must contain the following sections. Please sequence the sections as listed below:

1. Receipt (See Attachment A)
2. Applicant Profile (See Attachment B, not included in page total)
3. Cover Page (See Attachment C, not to exceed 2 page)
4. Table of Contents (Not to exceed 2 pages)
5. Program Summary and Abstract (Not to exceed 2 pages)
6. Program Narrative (Not to exceed 25 pages)
7. Collaboration Form (See Attachment D, not included in page total)
8. Budget and Budget Narrative (See Attachment E, not included in page total)
9. Assurances/Certifications (See Attachments F & G, not included in page total)
10. Attachments/Appendices (Not included in page total)

The number of pages designated for each section is a recommendation. Applicants should feel free to submit fewer pages than recommended. However, the maximum number of pages for the **total application** not including attachments and appendices **cannot exceed 30 double-spaced pages (no single spaced pages), on one side, on 8½ by 11-inch paper**. Margins must be no less than one inch and a font size of 12-point is required (New Times Roman or Courier type recommended). Pages should be numbered. **The review panel shall not review applications that do not conform to these requirements.**

Cover Page

The most important part of this page is the required signatures that give legal testimony to the applicant's approval and commitment to the grant application.



Table of Contents

Should list major sections of the application with quick reference page indexing.

Abstract

This section should provide a summary overview of the applicant's total grant application. The applicant should highlight exemplary aspects of your proposed program and relate these to the selection criteria.

Program Narrative Section

This section of the application should contain the program narrative that justifies and describes the program to be implemented. The program narrative may not exceed 25 double-spaced pages (no single spaced pages) on 8 ½ by 11-inch paper. The program narrative should include the following: (1) program goals as stated in the RFA as a basis for their proposed programs; (2) program strategy and implementation plans to describe the project's intended services, such as training and technical assistance; (3) organizational capability, program management and staffing plan; and (4) project timeline.

Program Budget and Budget Narrative

Developing a detailed budget is the last step in the application submission. The budget for this application shall contain detailed, itemized cost information that shows personnel, other direct cost, overhead cost, etc. The detailed budget narrative shall contain a relevant justification for each line item listed in the Budget Form, (Attachment E). The narrative should clearly state how the applicant arrived at the budget figures and the values of any in-kind contributions.

Personnel

Salaries and wages for full and part-time project staff should be calculated in the budget section of the grant application. If staff members are being paid from another source of funds, their time on the project should be referred to as donated services (i.e., in-kind, local share and applicant share). Applicants should include any matching requirements, either case or in-kind.

Non-personnel

These costs generally include expenditures for space i.e., rented or donated, and should be comparable to prevailing rents in the surrounding geographic area. Applicants should also add in the cost of utilities and telephone services directly related to grant activities, maintenance services (if essential to the program) and insurance on the facility.

Costs for the rental, lease and purchase of equipment should be included, listing office equipment, desks, copying machines, word processors, etc. Cost for supplies such as paper,



stationary, pens, computer diskettes, publications, subscriptions and postage should also be estimated.

All transportation-related expenditures should be included, estimates on staff travel, pre-approved per diem rates, ground transportation, consultant travel costs, employee reimbursement and so forth.

Indirect Costs

Indirect costs are cost that are not readily identifiable with a particular project or activity but are required for operating the organization and conducting the grant-related activities it performs. Indirect costs encompass expenditures for operation and maintenance of building and equipment, depreciation, administrative salaries, general telephone services and general travel and supplies. The maximum allowable indirect cost for this grant is 8% of direct costs.

Certifications and Assurances

Applicants shall provide the information requested in Attachments F and G and return them with the application.

Appendices

This is the section to provide backup information for more details regarding the application submission. Such items may include:

- Annual audits, financial statements and/or tax returns;
- Indication of nonprofit corporation status;
- Roster of the Board of Directors;
- Proposed organizational chart for the project;
- Letters of support or endorsements;
- Staff resources; (**i.e., volunteers**)
- Staff resumes;
- Position descriptions; and
- Planned job descriptions.

SECTION VIII LIST OF ATTACHMENTS

Attachment A	Receipt
Attachment B	Applicant Profile Certification
Attachment C	Cover Page
Attachment D	Collaboration Form
Attachment E	Budget
Attachment F	Collaboration Form
Attachment G	Assurance Form



Attachment H	16 Characteristics/Samples and Policies
Attachment I	Performance Indicators

Resources

Information on all of the programs provided by the *No Child Left Behind Act of 2001* can be found at [<http://www.ed.gov/nclb>]. 21st Century Community Learning Centers draft guidelines are on http://www.ed.gov/offices/OESE/21stcclc/draft_nrg_may.doc.

ATTACHMENT A



OFFICE OF RESEARCH AND ANALYSIS
441 4TH STREET (Judiciary Square), NW, Suite 400 South
WASHINGTON, DC 20001

District of Columbia Public Schools
State Education Agency

21ST Century Community Learning Centers Program Grant
RFA #0916-02

THE OFFICE OF RESEARCH AND ANALYSIS (ORA) IS IN RECEIPT OF

(Contact Name/Please Print Clearly)

(Organization Name)

(Address, City, State, Zip Code)

(Phone)

(Fax)

(Amount Requested)

ORA USE ONLY
Please Indicate Time:

ORIGINAL and _____ COPIES.

RECEIVED ON THIS DATE. ____/____/____ 2002

Received by: _____

APPLICATIONS RECEIVED AFTER 5:00 PM
WILL NOT BE FORWARDED TO THE REVIEW PANEL



**District of Columbia Public Schools
State Education Agency**

**21ST Century Community Learning Centers Program Grant
RFA #0916-02**

APPLICANT PROFILE

TYPE OF ORGANIZATION

Small Business _____ Non-Profit Organizations _____ School _____

Contact Person: _____

Office Address: _____

Phone: _____

Fax: _____

Program Description: _____

BUDGET

Total Funds Requested: \$ _____



APPLICATION COVER PAGE

21st Century Community Learning Centers Program Grant

Partnership Applicants

Local Education Agency: _____

Organization: _____

Address: _____

Address _____

Tel.: _____ Fax: _____

Tel.: _____ Fax: _____

Assistant Superintendent:

Chief Administrative Officer:

Typed Name: _____

Typed Name: _____

Signature: _____

Signature: _____

Amount of Funds Requested: \$ _____

Contact Person (LEA)

Name: _____ Title: _____

Organization: _____ Phone: _____ Fax: _____

Address: _____

Contact Person (Organization)

Name: _____ Title: _____

Organization: _____ Phone: _____ Fax: _____

Address: _____



OFFICE OF RESEARCH AND ANALYSIS COMPETITIVE SERVICES

COLLABORATION FORM

21ST Century Community Learning Centers Program Grant

Please include on this form or on letterhead information about the activities and/or services that will be provided by the collaborating organizations. The application must demonstrate the level of effort for each partner, proposed services, and provide the budget costs of the collaboration in the applicant's proposal submission. This form may be copied if there is more than one partner.

The applicant is **required** to describe in its applications “the collaborative efforts to be undertaken by community-based organizations, related public agencies, businesses, or other appropriate organizations.”

Collaborating Organization(s):

Name: _____

Address: _____

Telephone & Fax Number: _____

Describe Collaboration(s): (Use additional blank sheets if needed.)

The signatures below indicate that these organizations have collaborated on the development of the application and agree to continue the partnership throughout the implementation of the project as described in this application submission.

Authorized Representative(s)

Type Name(s): _____ Tel: _____

_____ Tel: _____

Signature: _____ Date: _____

Signature: _____ Date: _____

ATTACHMENT E

BUDGET



	Project Year 1	Project Year 2	Project Year 3
A. Personnel	\$ _____	\$ _____	\$ _____
B. Fringe Benefits	\$ _____	\$ _____	\$ _____
C. Travel	\$ _____	\$ _____	\$ _____
D. Equipment	\$ _____	\$ _____	\$ _____
E. Supplies	\$ _____	\$ _____	\$ _____
F. Contractual	\$ _____	\$ _____	\$ _____
G. Construction	\$ _____	\$ _____	\$ _____
H. Other Expenses	\$ _____	\$ _____	\$ _____
I. TOTAL DIRECT COST (A-H)	\$ _____	\$ _____	\$ _____
J. Indirect Cost	\$ _____	\$ _____	\$ _____
K. Training Stipends	\$ _____	\$ _____	\$ _____
TOTAL PROJECT COST (I-K)	\$ _____	\$ _____	\$ _____



**GOVERNMENT OF THE DISTRICT OF COLUMBIA
Office of the Chief Financial Officer**



**Certifications Regarding
Lobbying; Debarment, Suspension and Other Responsibility
Matters; and Drug-Free Workplace Requirements**

Applicants should refer to the regulations cited below to determine the certification to which they are required to attest. Applicants should also review the instructions for certification included in the regulations before completing this form. Signature of this form provides for compliance with certification requirements under 28 CFR Part 69, "New Restrictions on Lobbying" and 28 CFR Part 67, "Government-wide Debarment and Suspension (Non-procurement) and Government-wide Requirements for Drug-Free Workplace (Grants)." The certifications shall be treated as a material representation of fact.

1. LOBBYING

As required by Section 1352, Title 31 of the U.S. Code. and implemented at 28 CFR Part 69, for persons entering into a grant or cooperative agreement over \$100,000, as defined at 28 CFR Part 69, the applicant certifies that:

- (a) No Federally appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the making of any Federal grant, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal grant or cooperative agreement;
- (b) If any funds other than Federally appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal grant or cooperative agreement, the undersigned shall complete and submit Standard Form - III, "Disclosure of Lobbying Activities," in accordance with its instructions;
- (c) The undersigned shall require that the language of this certification be included in the award documents for all sub awards at all tiers including subgrants, contracts under grants and cooperative agreements, and subcontracts) and that all sub-recipients shall certify and disclose accordingly.



2. Debarment, Suspension, And Other Responsibility Matters (Direct Recipient)

As required by Executive Order 12549, Debarment and Suspension, and implemented at 28 CFR Part 67, for prospective participants in primary covered transactions, as defined at 28 CFR Part 67, Section 67.510—

A. The applicant certifies that it and its principals:

- (a) Are not presently debarred, suspended, proposed for debarment, declared ineligible, sentenced to a denial of Federal benefits by a State or Federal court, or voluntarily excluded from covered transactions by any Federal department or agency;**
 - (b) Have not within a three-year period preceding this application been convicted of or had a civil judgment rendered against them for commission of fraud or a criminal offense in connection with obtaining, attempting to obtain, or performing a public Federal, State, or local) transaction or contract under a public transaction; violation of Federal or State antitrust statutes or commission of embezzlement, theft, forgery, bribery, falsification or destruction of records, making false statements, or receiving stolen property;**
 - (c.) Are not presently indicted for or otherwise criminally or civilly charged by a governmental entity (Federal, State, or local with commission of any of the offenses enumerated in paragraph (1)(b) of this certification; and**
 - (d) Have not within a three-year period preceding this application had one or more public transactions (Federal, State, or local) terminated for cause or default; and**
- B. Where the applicant is unable to certify to any of the statements in this certification, he or she shall attach an explanation to this application.**

1. Drug-Free Workplace (Grantees Other Than Individuals)

As required by the Drug Free Workplace Act of 1988, and implemented at 28 CFR Part 67, Subpart F. for grantees, as defined at 28 CFR Part 67 Sections 67.615 and 67.620—

A. The applicant certifies that it will or will continue to provide a drug-free workplace by:

- (a) Publishing a statement notifying employees that the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance is prohibited in the applicant's workplace and specifying the actions that will be taken against employees for violation of such prohibition;**
- (b) Establishing an on-going drug-free awareness program to inform employees about—**
 - (1) The dangers of drug abuse in the workplace;**
 - (2) The applicant's policy of maintaining a drug-free workplace;**



- (3) Any available drug counseling, rehabilitation, and employee assistance programs; and**
- (4) The penalties that may be imposed upon employees for drug abuse violations occurring in the workplace;**
- (c) Making it a requirement that each employee to be engaged in the performance of the grant be given a copy of the statement required by paragraph (a);**
- (d) Notifying the employee in the statement required by paragraph (a) that, as a condition of employment under the grant, the employee will—**
 - (1) Abide by the terms of the statement; and**
 - (2) Notify the employer in writing of his or her conviction for a violation of a criminal drug statute occurring in the workplace no later than five calendar days after such conviction;**
- (e) Notifying the agency, in writing, within 10 calendar days after receiving notice under subparagraph (d)(2) from an employee or otherwise receiving actual notice of such conviction. Employers of convicted employees must provide notice, including position title to: DC Public Schools, State Education Agency, 825 N. Capitol St., NE, 8th Floor, Washington, DC 20002. Notice shall include the identification number(s) of each effected grant;**
- (f) Taking one of the following actions, within 30 calendar days of receiving notice under subparagraph (d)(2), with respect to any employee who is so convicted—**
 - (1) Taking appropriate personnel action against such an employee, up to and incising termination, consistent with the requirements of the Rehabilitation Act of 1973, as amended; or**
 - (2) Requiring such employee to participate satisfactorily in a drug abuse assistance or rehabilitation program approved for such purposes by a Federal, State, or local health, law enforcement, or other appropriate agency;**
 - (3) Making a good faith effort to continue to maintain a drug-free workplace through implementation of paragraphs (a), (1), (c), (d), (e) and (f).**
- B. The applicant may insert in the space provided below the sites) for the performance of work done in connection with the specific grant:**

Place of Performance (Street address, city, county, state, zip code)

**Drug-Free Workplace (Grantees who are Individuals)**

As required by the Drug-Free Workplace Act of 1988, and implemented at 28 CFR Part 67, subpart F, for grantees as defined at 28 CFR Part 67; Sections 67.615 and 67.620—

- A. As a condition of the grant, I certify that I will not engage in the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance in conducting any activity with the grant; and
- B. If convicted of a criminal drug offense resulting from a violation occurring during the conduct of any grant activity, I will report the conviction, in writing, within 10 calendar days of the conviction, to:

DC Public Schools, State Education Agency, 825 N. Capitol St., NE, 8th floor, Washington, DC 20002.

As the duly authorized representative of the applications,
I hereby certify that the applicant will comply with the above certifications.

1. Grantee Name and Address

2. Application Number and/or Project Name

3. Grantee IRS/Vendor Number

4. Typed Name and Title of Authorized Representative

5. Signature

6. Date



ASSURANCES

The applicant hereby assures and certifies compliance with all Federal statutes, regulations, policies, guidelines and requirements, including OMB Circulars No. A-21, A-110, A-122, A-128, A-87; E.O. 12372 and Uniform Administrative Requirements for Grants and Cooperative Agreements - 28 CFR, Part 66, Common Rule, that govern the application, acceptance and use of Federal funds for this federally-assisted project.

Also, the Application assures and certifies that:

1. It possesses legal authority to apply for the grant; that a resolution, motion or similar action has been duly adopted or passed as an official act of The applicant's governing body, authorizing the filing of the application, including all understandings and assurances contained therein, and directing and authorizing the person identified as the official representative of The applicant to act in connection with the application and to provide such additional information as may be required.
2. It will comply with requirements of the provisions of the Uniform Relocation Assistance and Real Property Acquisitions Act of 1970 PL 91-646 which provides for fair and equitable treatment of persons displaced as a result of Federal and federally-assisted programs.
3. It will comply with provisions of Federal law which limit certain political activities of employees of a State or local unit of government whose principal employment is in connection with an activity financed in whole or in part by Federal grants. (5 USC 1501, et. seq.).
4. It will comply with the minimum wage and maximum hour's provisions of the Federal Fair Labor Standards Act if applicable.
5. It will establish safeguards to prohibit employees from using their positions for a purpose that is or gives the appearance of being motivated by a desire for private gain for themselves or others, particularly those with whom they have family, business, or other ties.
6. It will give the sponsoring agency of the Comptroller General, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the grant.
7. It will comply with all requirements imposed by the Federal-sponsoring agency concerning special requirements of Law, program requirements, and other administrative requirements.
8. It will insure that the facilities under its ownership, lease or supervision which shall be utilized in the accomplishment of the project are not listed on the Environmental Protection Agency's (EPA), list of Violating Facilities and that it will notify the Federal grantor agency of the receipt of any communication from the Director of the EPA Office of Federal Activities indicating that a facility to be used in the project is under consideration for listing by the EPA



9. It will comply with the flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973, Public Law 93-234-, 87 Stat. 975, approved December 31, 1976. Section 102(a) requires, on and after March 2, 1975, the purchase of flood insurance in communities where such insurance is available as a condition for the receipt of any Federal financial assistance for construction or acquisition purposes for use in any area that has been identified by the Secretary of the Department of Housing and Urban Development as an area having special flood hazards. The phrase "Federal Financial Assistance", includes any form of loan, grant, guaranty, insurance payment, rebate, subsidy, disaster assistance loan or grant, or any other form of direct or indirect Federal assistance.
10. It will assist the Federal grantor agency in its compliance with Section 106 of the National Historic Preservation Act of 1966 as amended (16 USC 470), Executive Order 11593, and the Archeological and Historical Preservation Act of 1966 (16 USC 569a-1 et. seq.) By (a) consulting with the State Historic Preservation Officer on the conduct of investigations, as necessary, to identify properties listed in or eligible for inclusion in the National Register of Historic Places that are subject to adverse effects (see 36 CFR Part 800.8) by the activity, and notifying the Federal grantor agency of the existence of any such properties, and by (b) complying with all requirements established by the Federal grantor agency to avoid or mitigate adverse effects upon such properties.
11. It will comply with the provisions of 28 CFR applicable to grants and cooperative agreements including Part 18. Administrative Review Procedure; Part 22, Confidentiality of Identifiable Research and Statistical Information; Part 42, Nondiscrimination/Equal Employment Opportunity Policies and Procedures; Part 61, Procedures for Implementing the National Environmental Policy Act; Part 63, Floodplain Management and Wetland Protection Procedures; and Federal laws or regulations applicable to Federal Assistance Programs.
12. It will comply, and all its contractors will comply with; Title VI of the Civil Rights Act of 1964, as amended; Section 504 of the Rehabilitation Act of 1973, as amended; Subtitle A, Title III of the Americans with Disabilities Act (ADA) (1990); Title IIX of the Education Amendments of 1972 and the Age Discrimination Act of 1975.
13. In the event a Federal or State court or Federal or State administrative agency makes a finding of discrimination after a due process hearing on the grounds of race, color, religion, national origin, sex, or disability against a recipient of funds, the recipient will forward a copy of the finding to the Office for Civil Rights, U.S. Department of Justice.
14. It will provide an Equal Employment Opportunity Program if required to maintain one, where the application is for \$500,000 or more.
15. It will comply with the provisions of the Coastal Barrier Resources Act (P.L 97-348), dated October 19, 1982, (16 USC 3501 et. seq.) which prohibits the expenditure of most new Federal funds within the units of the Coastal Barrier Resources System.

Signature

Date



The below information lists each of these characteristics along with an indicator that describes the characteristic in more detail. Also included are samples of policies and strategies that indicate if the characteristic is present. These policies and strategies were gathered from programs across the nation. Some are easy to do. Others require a strong collaborative environment and people willing to experiment with new ways of operating.

The policies and strategies are divided into three "stages" of development based on the extent of integration evidenced in the activity. As you read through the examples, you will notice increasing evidence that the lines between the after-school program, the regular school day, and partnerships within the community become blurred--the term "after-school" no longer really applies. We are now looking at a comprehensive program in a community school. Keep in mind that it is completely appropriate for new programs to spend their first few years operating at Stage 1. Only with experience and the development of trusting collaborative relationships can programs begin to operate at Stage 2. Stage 3 programs are quite mature (4 or more years) and have had stable leadership and strong vision.

We encourage you to use this guide in the following ways:

- Gather ideas on ways to continuously improve your program design.
- Expand your understanding of a truly integrated, comprehensive approach to program planning.
- Create conversation and dialogue with school staff, community agency personnel, and families about what the program should look like.
- Determine your program's current "stage" for each characteristic and then write an action plan to enhance or expand activities that appear to be less than integrated.

Planning now can reap great benefits for the future of your program and all of the children involved.

Characteristic: Climate for Inclusion

Indicator: Comprehensive programs are inclusive of all students, regardless of their emotional, intellectual, social, or physical needs.

Sample Policies and Programs

Stage 1

- The school refers students with special needs to participate in the after-school program.
- The program coordinator requests information about students with special needs that are attending the program and, as a consequence, the program coordinator purchases some simple assistive technology devices (e.g., switches, pencil grips, special computer software, etc.) for students with special needs.



- The local fire department builds a sidewalk in a park nearby to make sure that a student in a wheelchair can participate in all the program activities.

Stage 2

- The program staff sets up a three-day planning session with other after-school programs and the special area classroom teachers to adapt the curriculum and environment for children with special needs.
- University undergraduate and graduate students majoring in foreign languages plan international events, including food and costumes. University students earn class credit for their contributions to the program.
- The program staff makes arrangements for students who are enrolled at other school sites in special education programs to be bussed to their home school so they can participate in the program.

Stage 3

- The program coordinator hires some of the program staff for the summer program from a pool of special education teachers who have shown interest in the program. Some of the teachers serve students who have an IEP (individual education plan) indicating a need for extended-school-year services.
- The district recruits a special-needs school to participate as a program site.

The district contributes extra funds for transportation at the program site. Students work on an individually designed transition program to improve stamina. The program includes exercise, diet, and nutrition components. A nurse remains on the site.

Characteristic: Community Partnerships

Indicator: Comprehensive programs form a variety of community partnerships with community-based organizations, related public agencies, businesses, or other appropriate organizations to meet the needs of children and families in the program.

Sample Policies and Programs**Stage 1**

- The program staff coordinates with school counselors and social workers to share information about local community resources. The school staff spends several hours reviewing a community resource directory and giving some helpful hints on how to refer families for services.
- The program coordinator arranges for activities to enrich the curriculum. Local law enforcement officers teach a class for students interested in pursuing careers in law



enforcement. Workers from a chemical plant demonstrate simple science experiments for students.

- Members of a local civic group hold a "book drive" to support the program's emphasis on literacy. The drive collects books from a list of recommended readings put together by school personnel.

Stage 2

- The program staff participates in interagency staffing/case management meetings with school personnel who are working with high-risk students.
- The program coordinator asks a building supply store to donate all of the supplies for summer projects and asks the town newspaper to donate daily publications for use in the literacy program. A ballet company offers 25 paid scholarships for students, and the after-school program pays for transportation to the ballet school. Girl Scouts and Boy Scouts offer "after-hour" sessions at the conclusion of the regular summer-school day to extend the hours of service.
- A local industry sponsors a "career shadowing" day to give students an opportunity to visit a work site. Workers at the industry train to provide information to students on employability skills and the importance of math, science, and social skills in the workplace.

Stage 3

- The family liaison works closely with community agencies and the school social worker to provide assistance with non-academic needs, such as glasses; emergency food, clothing, and shelter; and assistance with utility bills, health services, medication, immunizations, and school physicals. The family liaison completes a family plan for every participant. The plan assesses strengths and risks, plans for family needs, links families to community resources, and provides for follow-up and monitoring. The state's Department of Children and Families provides training for all program staff and school personnel in identifying student and family needs, using a community referral toll-free telephone line, locating services, and helping families access community services.
- A coalition of community churches host's cultural events, field trips, and parent workshops for children and families in the program. Some of the workshops are held at night at the churches for parents who have difficulty attending daytime events at the comprehensive center.
- The program coordinator establishes policies and procedures to share information about families with community providers. The policies and procedures include parental consent forms for information sharing, confidentiality guidelines for program staff, and interagency agreements for information sharing.
- The program coordinator works with community organizations to provide a variety of services for children and families in one room on different days of the week. Mental health counseling is available on Wednesdays. Health services from the partner hospital



are available every other Thursday. A partner providing economic assistance makes a site visit when ten referrals from the program accumulate through the provider's toll-free telephone system. The Department of Social Services realizes that many of the children's families in the program are under supervision for abuse and neglect; the Department agrees to assign one caseworker to work two days per week with the families in the program.

Characteristic: Coordination With the Regular School Day Learning Program and Community Partners

Indicator: Comprehensive programs support classroom-based efforts with a strong academic focus for program planning and the delivery of services.

Sample Policies and Programs

Stage 1

- Program volunteers establish a homework help center.
- Students choose from a variety of activities designed around their interests and involving practice in the basic skills of reading, math, science, social studies, and language arts and the use of technology. Business partners offer classes in the use of advanced technology for students who do not have access to computers or telecommunications at home.
- The program coordinator provides enrollment forms for the program as part of the new student packets distributed through the school counselor's office.

Stage 2

- The program staff integrates educational opportunities that support and enrich classroom-based instruction through *tutoring*. Classroom teachers refer students for tutoring and teachers give students extra credit for their participation in related activities. Tutors meet regularly with classroom teachers to design tutoring plans for individual students based on student need and local standards in core academic subjects, such as reading, math, and science. Classroom teachers provide tutoring activities that reinforce and enrich classroom activities. Tutors provide feedback to teachers on their tutoring experiences.
- The program staff integrates educational opportunities that support and enrich classroom-based instruction through an *extension of classroom instruction*. Community volunteers staff the school library for extended hours. An artist sits in on social studies classes and designs related art projects for the after-school program. The program coordinator plans field trips to cultural institutions with curriculum-related exhibitions. A local computer storeowner teaches a class on using the Internet for research for eighth graders writing their first research paper. Students in the fourth and eighth grades complete a unit of instruction on test-taking skills before state assessment tests are administered.



- The program staff integrates educational opportunities that support and enrich classroom-based instruction through an *extension and enrichment of classroom experiences*. Students design a time management plan with a weekly planning schedule that indicates study periods, homework time, and recreational and family activities. Students complete an interest inventory that identifies their core interests and take an aptitude test that helps them identify personal abilities and skills. Students complete activities related to topics being taught in the classroom to earn extra credit toward classroom grades. A parent arts and crafts club offers to design bulletin boards for classroom teachers. Students create a newspaper in the comprehensive program that highlights school events. A panel of professionals organizes a "Career Day" activity. Teachers from the regular school program provide training on how to use the Internet for enrichment activities in the comprehensive program.

Stage 3

- All major program decisions in the comprehensive program are based on data collected from the regular education-testing program and ongoing needs assessment from regular classroom teachers and administrators.
- Students who are going to be retained are "recruited" for enrollment in the program. The school district adopts a promotion policy for students completing all components of the program.
- As part of their high school four-year plan, students receive academic or community service credit for working with students in the program.

The program advisory committee hires a faculty member to serve as a school liaison, whose duties include meeting regularly with the principal and teachers, attending all faculty meetings, and acting as a proactive (rather than reactive) facilitator of communication. The position is compensated under the union guidelines for pay rate.

Characteristic: Culturally Sensitive Climate

Indicator: Comprehensive programs are respectful of home culture and offer opportunities for students to express their cultural heritage.

Sample Policies and Programs

Stage 1

- The program staff recruits parents from different cultures to produce welcome signs, newsletters, and all written correspondence in all languages represented in the program.
- The message on the program answering machine includes information in all languages represented in the program.



- The ethnic make-up of the program staff mirrors that of the student population. The program staff produces a calendar of events that includes national holidays as well as other cultural holidays observed by the students.

Stage 2

- The program staff-in collaboration with other after-school programs-coordinates family field trips to a variety of culturally relevant events throughout the year.
- Key leaders from culturally diverse segments of the community participate in "Diversity Month," which features a series of activities celebrating the diversity of the youngsters participating in the program.
- A parent advisory committee reviews the monthly newsletter to parents and the communities to make sure that articles are culturally sensitive and in the language of the populations that are being served.

Stage 3

- Family liaisons that are able to speak more than one language make home visits to multicultural students.
- A local church provides staff training on how to promote respect and appreciation for the culture of all children and families in the program.
- Foreign language teachers from the school provide training for the program staff and school staff on the needs of linguistically diverse families. The teachers include lessons on common phrases used in other languages.

Characteristic: Engaging the Public

Indicator: Comprehensive programs have an organized, systematic approach for engaging the public with the school, home, and community.

Sample Policies and Programs

Stage 1

- The school newspaper includes a column, created by students participating in the program, that describes program activities.
- Local churches carry an announcement section in their weekly church bulletin describing upcoming program activities and registration information.
- The program staff produces a newsletter that is circulated to parents, school staff, community partners, and the business community.

**Stage 2**

- The local newspaper devotes a monthly column to program activities and highlights individual student's academic and social successes.
- Students plan a full-scale news conference to announce the opening or expansion of the program or a special event. School officials and community partners participate in the press conference to answer questions about the program. Local media outlets receive a professional packet of information and a sample press release as part of the conference. As a result of the conference, the local newspaper or public television station runs a feature story of the advantages of linking after-school programs to the regular education program. Teachers from the school and community partners are interviewed for the story.
- Local law enforcement officers carry "referral" cards with program activity and contact information. Officers distribute the cards to students and their parents if students are left unsupervised during program hours.

Stage 3

- The program coordinator arranges for free public service announcements on the benefits of comprehensive after-school programs for adolescents in local radio and television programs. The announcements are cosponsored by the school district.
- A local business "adopts" the students in the program to produce television commercials. The commercials promote the benefits of after-school care for children as part of their total learning experience.
- Parents write letters to the local newspaper editor describing the benefits their children have received from participating in the program.
- Students in the program develop a speakers' bureau to "sell" the program to students and school staff.
- The program coordinator organizes a multimedia promotional campaign to publicize program successes. A local computer graphics company helps students produce a "run-time" computer program that displays pictures of students and parents participating in the program. The program sells the disks at minimal cost (or gives them away). A local video production company produces a professional, five-minute video describing the after-school program and how it links to academic success. The video is used by the PTA, at faculty meetings, across the instructional television system at the school, and during the school district's administrators' conference. University students majoring in marketing work with students in the program to design a promotional campaign that includes writing public service announcements, creating video scripts, and preparing flyers.

The local legislative delegation attends an annual event, "Meet Your Legislators Day." Students question legislators about issues that interest them. Parents, school staff, and community partners express support for the program through individual student success stories.



Characteristic: Evaluation Design

Indicator: Comprehensive programs pay continuing attention to program evaluation and continuous improvement strategies to ensure that children benefit from and enjoy the comprehensive program.

Sample Policies and Programs

Stage 1

- The program coordinator designs a computerized database to monitor individual student's grades, attendance, and behavior referrals in the regular classroom and in the comprehensive program. The program coordinator provides a semi-annual report to school staff.
- Parents, teachers, administrators, and community partners participate in an annual survey to measure their satisfaction with the program and to provide an opportunity to make suggestions for program improvements. The program coordinator collects "success stories" to share with the school staff and parents.
- Parents, volunteers, and community partners sign a program activity log that helps track the level of community involvement in the program. All in-kind services are documented.

Stage 2

- The program advisory committee designs a plan to evaluate and monitor student success and program out-comes. The evaluation results are used to help in their search for additional funding.
- The program advisory committee works with the program evaluator to collect, analyze, and compare data about after-school programs available in the community through a variety of agencies and services. The analysis is used in a collaborative public relations plan to promote participation in all after-school activities.
- An evaluation team works with the school to identify students who are not participating in the program. Information about this "control group" is used to compare the academic progress of participating and non-participating students. The evaluation results are converted to a PowerPoint presentation and used to pro-mote support for the program in the school and community.

Stage 3

- Students develop, administer, and interpret an annual survey that measures students' attitudes toward school, their feelings of safety during school and in the after-school program, their attitudes toward extracurricular events, and their interest in homework.
- The program coordinator documents and publicizes unanticipated outcomes to celebrate the success of the program. Examples of unanticipated outcomes include: (1) a community organization providing summer services after a budget shortfall, (2)



competition from other schools to open programs, (3) a foundation exploring continued funding for sites serving the highest risk students, and (4) school staff writing a comprehensive school health grant for one of the program sites.

The program evaluator hires, trains, and pays high school students to enter data at each program site. The students receive academic credit and recognition for a school-to-work experience.

Characteristic: Facilities Management

Indicator: Comprehensive programs provide safe, clean facilities that are adequate for program needs.

Sample Policies and Programs

Stage 1

- Classroom teachers participate in choosing which spaces will be used for program activities.
- The program coordinator negotiates a "Use of Facilities" agreement with the school principal regarding the specifics of program operations, including but not limited to designated spaces, maintenance services, copy machines, telephones, paper products, hours of operation, damage reporting procedures, documentation of in-kind services, contact personnel and phone numbers, and the use of ancillary spaces.
- The program coordinator schedules yearly inspections with the school principal and makes any corrections to assure parents that the facility is activities. The program is considered part of the school.

Stage 2

- The school system provides an unused portable classroom for a family resource center in collaboration with the program.
- The program coordinator invites the mobile literacy van, a hospital immunization van, and a mobile dental unit to schedule stops at the activity center.
- Community organizations and the school principal provide additional equipment, space, and funding for program activities. The budget includes fees for contracting with community partners for special occasions, such as athletic meets, swimming lessons, science fairs, parent workshops, etc.

Stage 3

- Community partners donate supplies to convert an unused garage facility into an indoor recreational activity area that is used during the regular school day and for the after-school program.



- A centralized agency for childcare services offers to "set up shop" two days a week at the program office to provide assistance to needy families looking for childcare programs for infants. The childcare worker uses a desk after hours that a teacher assistant uses during the school day.
- A church near the program site agrees to let students use their family center on rainy days for indoor program activities. The church also agrees to help with transportation by offering the church vans to take students home after special events.
- The program coordinator works with the local welfare reform board to apply for additional grant funds to renovate facilities for all after-school programs. Social services use the facilities during the day and the programs use the facilities for weekend and evening events.
- The school district includes space for program activities in building plans and renovations.

Characteristic: Focus on At-Risk Students

Indicator: Comprehensive programs are designed to meet the needs of students who are most at risk of academic and social failure in a community. Programs operate during the critical hours of need.

Sample Policies and Programs**Stage 1**

- The program staff carefully selects student participants from groups that have traditionally been underrepresented based on race, color, national origin, gender, age, or disability. The program staff actively recruits students (1) from schools that do not have after-school programs, (2) from low-income families, (3) with low academic performance, (4) whose neighborhoods are unsafe, (5) who are identified as "hard to reach," (6) who are not participating in any other extracurricular activities, (7) from single-parent homes, and/or (8) who are identified by social services as victims of domestic violence, abuse and neglect, or homelessness or as living in a migrant family.
- The program coordinator plans most activities between the hours of 3:00-6:00 p.m. when most children are left unattended.
- Program planners provide adequate funding for transportation for students who may not be able to participate in program activities because of a lack of transportation.

Stage 2

- School nurses collaborate with the social worker to meet the needs of students and families.
- A mental health therapist who works with students during school hours also provides small-group counseling sessions for children with special needs in the after-school program. The therapist participates on the program advisory committee.



- The parent advisory board sets a policy that a student to staff ratio of 14:1 will be maintained so students can receive assistance whenever they need it.

Stage 3

- The program staff actively recruits nontraditional students through (1) door-to-door visits in at-risk neighborhoods, (2) transportation around "pick-up and drop-off" locations in high-risk neighborhoods, (3) teacher identification and referral of high-risk youth, and (4) the development of a referral network that includes school social workers, school interagency case management teams, local law enforcement personnel, and local and state agencies dealing with high-risk families. The program's family liaison follows through on all referrals to recruit students.
- Community partners and volunteers organize a program for extended evening hours in a neighborhood with a high crime rate and where the majority of parents work late evening shifts. Summer and school vacation programs are offered.

The school staff, working with students in "Exceptional Student Education Programs," includes the after-school and extended-hours programs in students' individual educational plans.

Characteristic: Funding

Indicator: Comprehensive programs seek stable and adequate funding to ensure program success.

Sample Policies and Programs

Stage 1

- The program coordinator has an established relationship with the school district. The program coordinator asks the school district's grants coordinator to provide copies of all requests for proposals that may meet program guidelines and documents in-kind services to the program. The program coordinator receives training on the finance guidelines for program activities specific to the fiscal agent of the grant. After the training, the program coordinator builds a relationship with the finance department through a process of consistent, timely communication on all areas of the budget, including timelines, reporting requirements, use of funds, amendments, and purchasing materials.
- Local business partners sponsor a special event, including purchasing the food and T-shirts for family participants. The program coordinator develops a system of scholarships to assist parents who cannot pay tuition and fees charged by the program.
- The program coordinator provides quarterly budget reviews, reviews grant guidelines, and presents a detailed analysis of all program dollars to the program advisory committee.

**Stage 2**

- The program advisory committee assembles a total program budget that includes all cash and in-kind services being offered to the program. The budget is reviewed and updated semi-annually.
- The program advisory committee agrees to put a high priority on expanding community partnerships as quickly as possible. The more "ownership" the community and regular school program has, the more likely the program will continue.
- The program advisory committee conducts an inventory of all available support for the program. The funding sources include cash resources from community partners. The advisory committee agrees to include an allocation in the budget for nonschool partners.

Stage 3

- Community leaders, parents, students, and the program staff participate in a two-day retreat to write a long-term plan for the continuation of the comprehensive program. One significant portion of the plan is laying out a funding strategy that ensures the continuation of the program for at least five years. Before the end of the retreat, letters of support from the partners are attached to the agreement.
- The program staff works with school officials to identify federal, state, and local programs that could be blended or coordinated to maximize resources. For example, materials purchased through the Safe and Drug-Free Schools program are used in the after-school program. Matching dollars from business partners are used to draw down additional grant funds. Title I funds are used to hire a parent liaison.
- The program coordinator works with the teaching staff and administrators to monitor evaluation of program activities. Activities that don't yield results are cut from the program budget. Needs identified by the teachers and administrative staff are given priority in funding decisions.
- The program advisory committee agrees to support front-end priorities; prevention and early intervention programs are funded instead of crisis services. Crisis services for emergency needs such as food, clothing, and shelter are arranged through community resources that are linked to families through the use of a toll-free, centralized directory of community services; personal referrals to community organizations; and the family liaison.
- The program coordinator realizes that most students in the program are eligible for Medicaid services and works with the community mental health organization to offer counseling services for students and families as part of the program. The mental health organization sets up a billing service for Medicaid-eligible students. The mental health center applies for and receives a supplemental grant to serve students and families who are not eligible for Medicaid.
- The State and Federal Program Director for the school district is a strong advocate for the program. The district provides supplemental funding for transportation through discretionary Title I dollars.



- The program advisory committee at each site has maximum flexibility to move funding from one area to another as long as they are within the grant guidelines. For example, when a community group donates funding for food, the site is able to provide more funding for transportation. When a site needs additional security, it moves money to purchase security services.

City, state, and private dollars finance the program's annual budget. Corporate sponsors pay for monthly field trips. The program is set up as a nonprofit organization, independent of the school system.

Characteristic: Leadership and Governance

Indicator: Comprehensive programs provide leadership opportunities for all levels of participants.

Sample Policies and Programs

Stage 1

- The program advisory committee participates in writing the original program plans and meets monthly to address program issues.
- The program advisory committee includes all levels of program participants, including but not limited to students, parents, community organizations, school personnel, and program staff.
- Program advisory committee meeting agendas are set, minutes are recorded, and all members of the committee have an opportunity to participate.

Stage 2

- Key leaders in the community develop a mission statement and logo for the program that focuses on student achievement and building a sense of community. The mission statement and logo appear on all written correspondence and in all written agreements. Publicity materials for the program are proudly displayed at the program center, in the school, and in the offices of all community partners.
- Students and parents in a 21st Century Task Force, representing all of the program sites, provide public relations to students, staff, parents, and the community in order to develop a program that meets the needs of the community and involves as many people as possible in meeting those needs.
- The school site council provides input into the program and the school staff is encouraged to participate by providing after-school activities.

**Stage 3**

- The school improvement plan includes input from the program advisory committee and includes after-school program goals.
- The program staff meets regularly with the superintendent and directors of the school system to provide updates on program success and barriers.
- Key leaders in the school system demonstrate leadership in program design, implementation, funding, and evaluation by participating on the program advisory committee. School leaders assume specific roles, including planning fund-raising events and promoting positive media coverage of program events.

Characteristic: Linkages Between After-School, Regular School, and Community Partner Personnel

Indicator: Comprehensive programs build a foundation so that teachers and school staff know about and support programs and activities.

Sample Policies and Programs**Stage 1**

- The program coordinator places a schedule of activities in the school office and in school staff mailboxes, holds informal conversations with school staff, and announces program plans at school staff meetings. The program coordinator invites all school staff to offer programs, activities, and suggestions for improvement.
- The principal regularly talks about the program.
- The program coordinator meets regularly with school staff. The program staff meets every two weeks with teachers on an informal basis to discuss students' strengths and weaknesses.

Stage 2

- Members of the school staff host a school assembly to highlight the after-school program.
- An established, continuous feedback loop with policies and practices is in place. Teachers refer students for tutoring. Tutors meet regularly with classroom teachers to design tutoring plans for students. The program staff consults with school staff to develop program plans and activities. Support personnel from the school (e.g., counselors, social workers, nurses, deans, etc.) participate in weekly problem-solving meetings with program staff and community agencies to address the needs of at-risk students. Teachers provide after-school activities, and the program staff and volunteers offer classroom activities.



Stage 3

- All program activities are based on needs assessment from the school and administration.
- The program staff works with the school staff during the summer program to administer state assessment tests. If students pass the tests, the results become part of their permanent record.
- The district includes the after-school program as part of the regular in-service program. Program and district staff, along with community partners, participate in joint training on topics relevant to the educational process.

Characteristic: Parent Involvement

Indicator: Parents are educational leaders and innovators in the comprehensive program.

Sample Policies and Programs

Stage 1

- Parents can participate in a variety of activities related to the program. Parents and students request specific activities that reflect their interests. The program staff sends progress reports to parents along with regular classroom report cards. The program coordinator and staff recruit parents as volunteers for special events. Parents contribute to the program through a reasonable participation fee (\$5 per month) and donations of basic program supplies. Parents review homework with students every evening.
- The program coordinator sets up a weekly "telephone hour" when parents can call for program information or with questions or suggestions. A person answers the phone, not an answering machine.
- Parents participate in workshops designed to meet student needs. School staff conduct parenting-skills workshops for parents during hours that parents can attend, in their native language, and with assistance for childcare and food. Volunteers provide daycare services for parents who wish to participate in "make-and-take" workshops designed to increase the number of educational materials available in the home. After parents attend training on how to use technology units designed to reinforce reading and math skills, students are allowed to check out the units for home use. The program staff plans activities that encourage parent involvement through attendance at student performances, including concerts, art shows, and theater productions.

Stage 2

- The program evaluator hires parents to conduct an annual door-to-door needs assessment for program activities.
- The program advisory committee organizes a parent subcommittee to design a communication plan to keep parents informed of program activities. The communication plan, which emphasizes the role of parental involvement in student achievement, includes



newsletters, phone trees, parent meetings, workshop announcements, news on evaluation, and a parent-to-parent "buddy" program.

- Parents participate in English Speakers of Other Languages (ESOL), adult literacy, and citizenship classes as part of the program.

Stage 3

- School staff coordinate with the program family liaison to visit every student's home at least once yearly to report progress in learning. A social worker from the school accompanies the family liaison on visits to high-risk families to provide information, training, and resources for parents. The social worker refers parents to local community organizations that provide employment counseling, job training, and job placement services.
- Parents can call the school information messaging system for information on the after-school program. The system provides a calendar of events, a list of program activities, a message box to leave information for individual teachers, and a secured area to receive personalized progress reports and grade information for students.
- Parents access the program's Web site from a variety of community locations, including the school library, community library, work locations, and social service agencies. The program's Web site, which links from the school's Web site, provides information about program activities and allows parents to send e-mail messages to teachers, read evaluation results, get news about parent training, and read success stories. Parents also have a password that allows them to receive individualized progress reports on their child.
- Parents take the lead in creating an after-school enrichment program that focuses on student job training and career development. The program features a "microsociety," complete with its own bank, department store, and government.

Community groups offer a variety of support groups for parents and children based on the needs of the population. Support groups may include single parenting, grief counseling, alcoholics anonymous, parents of children with attention deficit disorder, and parents of children who are asthmatic.

Characteristic: Recreational Programming

Indicator: Comprehensive programs provide recreational activities that create (1) opportunities to demonstrate personal and social behavior, (2) promote inclusion and understanding of the abilities and cultural diversity of people, and (3) encourage participation in activities for enjoyment, challenge, self-expression, and communication.



Sample Policies and Programs**Stage 1**

- The after-school basketball program includes an opportunity for every student who has completed homework assignments that week to earn a free throw during half-time.
- The program staff works with physical education teachers to stress compliance with game rules and the meaning of fair play in a variety of age-appropriate activities based on student interest.
- Students create a game in which someone who is blind could compete with sighted people. Students teach each other how to play the game.

Stage 2

- The program staff helps students create, record, and present individual wellness plans that cover nutrition, fitness, and stress management. As part of the presentation to community partners and classroom peers, students describe the impact the plan has had on the quality of their lives.
- The school staff, program staff, and parents participate in a training to learn how to encourage girls to get involved in sports and physical activities at an early age. The training stresses that such involvement reduces the likelihood of developing health-related conditions, including obesity, and that it can enhance a girl's sense of competence and control.
- Parents participate in recreational activities designed for adult enrichment, such as clogging, softball, square dancing, ballroom dancing, and basketball.

Stage 3

- A local business sponsors an annual sporting event that includes students from the program and raises funds for a community cause.
- Staff from the local Girls and Boys Clubs participate in the recreational activities of the after-school program from 3-5 p.m. and then extend the program hours by transporting students to an alternate location for activities until 6:30 p.m.
- Students invite members of the community to teach learning games, dances, and activities from other parts of the world (e.g., Cuba, Haiti, Mexico, China, Japan, and the Caribbean Islands).
- The local parks and recreation program funds a full- or part-time position to provide after-school and summer recreational activities as part of the program.

Characteristic: Safe and Healthy Environment

Indicator: Comprehensive programs pay special attention to creating safe and healthy environments where children can thrive.



Sample Policies and Programs**Stage 1**

- The program staff uses the same discipline rules, student code of conduct guidelines, peer mediation, and conflict resolution skills as the regular classroom. The activities and guidelines are part of the daily interaction with students.
- Parents insist that time be well structured in the program. Children are never left unattended or without activities to keep them occupied. The program has an established routine so children know what is expected of them at all times. The program staff participates in annual training with the school staff in CPR, basic first aid, and universal safety precautions.
- Every student in the program completes a series of up-beat, lively health activities designed to improve self-esteem and prevent self-destructive behaviors (e.g., drug use, smoking, teen pregnancy, gang membership, suicide, criminal mischief, etc.).

Stage 2

- A local food market chain provides a nutritious snack immediately after school, and the school's nutrition program provides a meal for students who participate in the extended-hours program.
- A local civic organization provides classes and activities on a variety of safety issues not covered in the school program, including fire, bicycle, swimming, boating, and gun safety.
- The Department of Social Services provides annual training for the program staff, school staff, and volunteers in recognizing the signs and symptoms of abuse and neglect and reporting incidents to state and local authorities.

Stage 3

- The program staff consistently enforces a comprehensive safety plan. Teacher's track students who attend the after-school program, and parents must sign children out at the end of the day's activities. An emergency contact card is available for all students. The school works to provide up-to-date information for the cards. Local law enforcement officers provide additional security through the community policing "walk-by" program. Officers also help standardize written safety procedures consistent with school policy and assist with emergency drills. Local law enforcement officials work with the building principal to lock unused parts of the building during program hours.
- Students participate in keeping the environment safe and healthy through assigned duties and tasks.

The budget includes a contract with local law enforcement officials to provide background screening for all program staff. Results of the screenings are shared with school officials.

**Characteristic: Staffing, Staff Qualifications, and Training**

Indicator: Comprehensive programs provide for a low student-staff ratio, the hiring of highly qualified program staff, and the provision of ongoing training. This training (1) enables staff members to expand their knowledge, strengthen their skills, and move as far along a career path in the field as they desire; (2) promotes and supports diversity in all roles, ensuring that the program leadership mirrors the families being served; and (3) ties increased compensation to gains in knowledge, providing an incentive for staff to stay in the field and continue to grow as professionals.

Sample Policies and Programs**Stage 1**

- The program budget reflects the importance of training for the program staff. The program coordinator arranges for school personnel to provide training on relevant topics, including the state standards and practical tips for involving parents (e.g., conducting parent-teacher conferences, displaying student work, encouraging parent interaction, telephoning parents, etc.).
- The program coordinator writes job descriptions for the program staff in collaboration with the school administration. The job descriptions reflect the need for experience and/or training in working with at-risk children.
- Tutors participate in a training program designed specifically for their needs. Teachers help design the training program for tutors.

Stage 2

- The program advisory committee recommends training sessions based on an assessment of program goals, staff abilities, special needs identified in the student population by teachers and administrators, parent involvement, and staff interests.
- A central referral agency for childcare services provides training for daycare providers on developmentally appropriate activities. A local community coalition provides training in conflict resolution and peer mediation for comprehensive and regular school day employees.
- The school district hires a retired administrator as the program coordinator. Teachers and parents participate in the hiring, training, and evaluation of the program staff.

Stage 3

- The program coordinator organizes the program schedule in three cycles each year. Between each cycle, one week is set aside for program planning and training. School personnel earn early release time as an incentive to participate in the planning process.
- The program coordinator organizes a joint planning session with the school, community partners, and businesses involved in the program to schedule training on topics of mutual



interest (e.g., stress management, discipline, new reading and math programs, the use of technology, new laws and regulations affecting children and families). Scheduling joint training maximizes funds and improves networking within organizations.

- The program coordinator provides opportunities for training and education through interactive telecommunications for all program staff, school staff, parents, volunteers, and community partners.
- The program coordinator provides a system for ongoing training, documenting completion of each component of training and establishing levels of achievement tied to increases in pay.
- The program coordinator hires a consultant to provide training for the regular school program. Training is related to school wide weakness areas identified by state testing.

Characteristic: Volunteers

Indicator: Comprehensive programs use volunteers in a variety of ways to enhance program activities.

Sample Policies and Programs

Stage 1

- The program coordinator develops a job description for volunteers that emphasizes the volunteers' role in promoting educational excellence by extending learning opportunities. The program staff provides consistent supervision for volunteers. Volunteers are not expected to supervise children for long periods of time.
- The program staff organizes a structured volunteer program. Volunteers complete the same application as school personnel and interview with the program coordinator to receive meaningful task assignments. Volunteers choose from a variety of options for participation, including flexible hours and short-term opportunities. They can work in the school during school hours or in the after-school program. A "Volunteer Handbook" contains information about the program, guidelines for program operations, hints on how to work with children, and a contact person for any additional questions. The program staff has a procedure for informing volunteers about the school calendar, program events and calendar, and holidays. Volunteers provide feedback, suggestions, and recommendations to supervisors at monthly meetings and through the use of the school's suggestion box.
- The program and school staff recognize, praise, and reassure volunteers daily for their efforts.

Stage 2

- The program coordinator and advisory committee conduct a semi-annual "manpower assessment" to determine what can and cannot be assigned to volunteers. Volunteers are not recruited until needed job skills and specific assignments are identified. The program



staff, teachers, parents, and volunteers participate in an annual evaluation of the volunteer program.

- The program staff collaborates with the school staff and community organizations to provide joint training for volunteers in the after-school and regular school programs. Topics may include maintaining confidentiality, presenting a lesson, recognizing different learning styles, disciplining students, and communicating with children.
- The program coordinator works with existing volunteer agencies (e.g., VISTA, college programs, groups of retired people) to recruit volunteers with a history of participation and an interest in children. The agencies participate in the supervision and training of volunteers in the after-school program.

Stage 3

- The program advisory committee acknowledges the efforts of volunteers through a recognition program, incentives, and special events. Volunteers in the comprehensive program are recognized as part of the school recognition program.
- As a safety precaution, the program staff avoids using newspapers, magazines, television, and radio to recruit volunteers. Instead, they recruit volunteers with specific skills from school personnel, friends, family members, colleagues, churches, civic groups, and organizations in the community. The police department completes a background check on volunteers working more than 20 hours in the program or at the school. The check includes a search for possible criminal or child abuse records.

The program staff generates a flyer, entitled "The Top 25 Ways Working People Can Help Our School and After-School Program," that is included in the program newsletter and school newsletter. It is also distributed to parents of new students. The flyer lists activities such as planning fund-raising events, hosting Saturday workdays, recruiting volunteers, making attendance calls, repairing toys and classroom materials, typing newsletters, donating materials and supplies, tutoring children on weekends, sewing costumes or puppets for plays, attending evening advisory council meetings, etc.

Definition of Terms

Family Liaison --The person(s) charged with maintaining contact and linkages with parents/guardians of students participating in the program. Note: Some program sites hire a person specifically to fulfill these duties.

Program Advisory Committee --The governance structure associated with the after-school program and policy-making decisions. Most program advisory committees include the program staff, representatives from the school staff, parents, students, and community partners. There may be several levels of advisory committees in place for governance, depending on the program design. Each site may have a committee. There also may be a committee in charge of overseeing more than one program site.



Program Coordinator --The person(s) charged with overall supervision of program activities. There may be a site-based program coordinator (or site manager) at each school and/or a district-level program coordinator overseeing more than one program site.

Program Staff --All staff participating in the day-to-day operations of the after-school program. Staff members may include teachers, paraprofessionals, volunteers, parents, the program coordinator, and community partners.

School Liaison --The person(s) charged with maintaining contact and linkages with the school staff. Note: Some program sites hire a person specifically to fulfill these duties.

School Staff --All school personnel (teachers, paraprofessionals, administrators, deans, counselors, social workers, nurses, janitors, cafeteria workers, bus drivers, secretarial staff, community support service personnel, etc.) that work with students during the regular school day.

Stakeholders --Any person who has a vested interest in program success. This group includes students, parents/guardians, school staff, program staff, and community partners. The classic stakeholders may even be expanded to include local and state government officials who are interested in the prevention aspects of the program.

ATTACHMENT I

PERFORMANCE INDICATORS



Objective 1--Participants in 21st Century Community Learning Centers programs will demonstrate education and social benefits and exhibit positive behavioral changes.

1. Achievement—Students regularly participating in the program will show continuous improvement in achievement through measures such as test scores, grades and/or teacher reports.
2. Behavior—Students participating in the program will show improvements on measures such as school attendance, classroom performance and decreased disciplinary actions or other adverse behaviors.
3. Participant Satisfaction—More than 75% of individuals participating in Center programs will find them to be beneficial, enjoyable and of high quality.

Objective 2--21st Century Community Learning Centers will offer a range of high-quality educational, developmental and recreational services.

4. Core educational services—More than 85% of Centers will offer high quality services in core academic areas, e.g., reading and literacy, mathematics and science.
5. Enrichment and support activities—More than 85% of Centers will offer enrichment and support activities such as nutrition and health, art, music, technology and recreation.
6. Community involvement—Centers will establish and maintain partnerships within the community that continue to increase levels of community collaboration in planning, implementing and sustaining programs.
7. Services to parents and other adult community members—More than 85% of Centers will offer services to parents, senior citizens and other adult community members.
8. Extended hours—More than 75% of Centers will offer services at least 15 hours a week on average and provide services when school is not in session, such as during the summer and holidays.

Objective 3--21st Century Community Learning Centers will serve children and community members with the greatest needs for expanded learning opportunities.

1. High-need communities—More than 80% of Centers are located in high poverty communities.